

## Summary of Alternatives to Respond to the Defined Needs of the Snohomish, Island, and Skagit Region

### Revised Draft Mission Statement Applicable to the Selected Alternative

*Publicly funded higher education resources providing a rich academic and technical experience, serving both place-bound and traditional college-aged students, with a wide array of lower-division, upper-division, graduate, and professional programs in arts, sciences, and technologies through both traditional and alternative delivery with emphasis on programs providing local, regional, and statewide benefit and satisfying identified needs.*

### Assumptions Applicable to All Alternatives

- Significant increases in services and enrollment will be provided by the three area community colleges.
- Expanded upper-division and graduate services will be provided to areas that are not in the immediate vicinity of the main location of the selected alternative.
- The functions of the selected alternative will encompass instruction, scholarly activity that may include research, and public service.
- The selected alternative will have a highly visible local presence at a location designed to promote ease of access.
- There will be close linkages to the community.
- The alternative will include well developed articulation with area community colleges.
- The alternative will provide a full range of student services and high quality instructional support including library and learning resources.
- There will be capacity for outreach including a strong distance learning component.
- In addition to providing services to traditional students, services for time and place-bound adults will be incorporated into operations and planning.
- The Everett University Center (with an estimated enrollment of between 400 and 500 FTE by the year 2010) will be integrated within or under all alternatives.
- Services to the region provided by the UW-Bothell, the Central Washington University Center at Edmonds, and the WSU distance education program will continue and their estimated 2025 enrollments from the study area have been taken into account in the table below.

### Estimated Enrollment Impact in 2025

Level	Fall FTE Enrollment	Partial Responses	Remaining Unmet Need
Lower-Division	5,171	186	4,985
Upper-Division	4,141	756	3,385
Graduate & Professional	2,397	0	2,397
TOTAL	11,709	942	10,767

**Alternative 1: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with comprehensive set of program offerings with unmet need for workforce education and basic skills met by growth of area community colleges**

This Alternative is similar in nature to the three existing regional universities.

- Alternative will have its own governance structure.
- Diverse curriculum responsive to local area and regional needs.
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs.
- Initial phases will focus on commuting students but development will include the availability of a residential component.
- Institution will emphasize entry at freshman level and accommodate transfer students at all levels.
- Graduate programs will incorporate applied research and will be developed gradually in response to demonstrated needs.
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered.
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills.
- Articulation of technical programs will be incorporated into planning.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 1</b>	<b>Community Colleges</b>
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>8,160</b>	<b>2,607</b>

**Alternative 2: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with a poly-technical focus with unmet need for workforce education and basic skills met by growth of area community colleges**

This Alternative is similar to a “polytechnic university” such as Cal Poly Pomona or Cal Poly San Luis Obispo and therefore unique in the state of Washington.

- Alternative will have its own governance structure.
- Initial program development will focus on technologies that will complement community college technical programs and areas of demonstrated need both within and outside the SIS region.
- An engineering program is anticipated with specific fields developed in consultation with industry.
- A general studies degree will be a component. Over time, individual degree programs will develop although emphasis will be on programs involving a mix of academics and practice.
- Science and technology programs will be developed in response to statewide needs and access demands.
- Graduate programs will stress applied research and practical applications. Doctoral programs are not anticipated.
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered over time.
- Initial phases will focus on commuting students but development will include the availability of a residential component.
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills.
- Articulation of technical programs will be incorporated into planning.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 2</b>	<b>Community Colleges</b>
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>8,160</b>	<b>2,607</b>

**Alternative 3: Four-year institution with a comprehensive focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges**

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower-division classes with an emphasis on upper-division and graduate education with a diverse curriculum.

- Program initiation will be assisted by the “parent institution” and subject to decisions of the system administration and board.
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region.
- Curriculum will be diverse and responsive to continuing needs assessment.
- Focus will be on commuting students.
- Potential for residential component.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Comprehensive student life environment will be fostered.
- May have a co-location option.
- Expansion of area community colleges will be substantial with growth in all enrollment categories.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 3</b>	<b>Community Colleges</b>
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>6,910</b>	<b>3,857</b>

**Alternative 4: Four-year institution with a polytechnic focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges**

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower-division classes with an emphasis on upper-division and graduate education with a polytechnic focus.

- Program initiation will be assisted by the “parent institution” and subject to decisions of the system administration and board.
- Initial undergraduate program development will focus on technologies that complement community college programs and areas of demonstrated need both within and outside the SIS region.
- An engineering program is anticipated with specific fields developed in consultation with industry.
- A general studies degree will be a component. Over time, individual degree programs will be developed with emphasis on sciences and technology in response to statewide needs.
- Focus will be on commuting students.
- Potential for residential component.
- Graduate programs will stress sciences and technology and will incorporate applied research. Doctoral programs are not anticipated.
- Comprehensive student life environment will be fostered.
- May have a co-location option.
- Expansion of area community colleges will be substantial with growth in all enrollment categories.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 4</b>	<b>Community Colleges</b>
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>6,910</b>	<b>3,857</b>

**Alternative 5: Branch Campus of an existing institution, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar to the Washington university branch campuses as originally conceived with enrollment limited to upper-division and graduate.

- Program initiation will be assisted by and subject to decisions of the main campus.
- Junior standing required for admission to the undergraduate program.
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region.
- Curriculum will be diverse and responsive to continuing needs assessment.
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation.
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 5</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>

**Alternative 6: Upper-Division University, no affiliation with existing campus, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar to that of a regional university with enrollments and programs limited to the upper-division and graduate levels.

- Alternative will have its own governance structure.
- Diverse upper-division curriculum responsive to local area and regional needs.
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs.
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation.
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 6</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>

**Alternative 7: “University Center” offering upper-division and graduate programs with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar in structure to the Everett University Center with upper-division and graduate programs provided by a number of participating institutions.

- Management responsibilities for the Center would be vested in an existing community college.
- Upper-division and graduate courses provided by participating four year institutions.
- Although a Center will be created, many operations will take place in various sites throughout the area.
- Extensive efforts will be made by participating institutions and the managing institution to address course equivalencies and acceptability, admission policies, tuition policies, etc.
- Programs based on area needs assessments and willingness of participating institutions to provide.
- Curriculum will be diverse and responsive to continuing needs assessment.
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 7</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>



**Alternative 8: Conversion of an existing area community college into a comprehensive university with unmet needs for workforce training and basic skills education met by other area community colleges and/or through creation of a new technical college**

This Alternative is the reconstitution of a community college into a comprehensive university under which an existing community college, likely Everett, is granted authority to offer upper-division and graduate programming, at least through the master's degree level.

- Governance and funding issues relative to the State Board for Community and Technical Colleges would be resolved.
- Program characteristics would be similar to either alternative 1 or 2 in that it could emphasize poly-technical programming or a more generalized curriculum.
- Focus would be on commuting students.
- Other community colleges would be assumed to respond to lower-division academic, basic skills and workforce training needs in their respective service areas.
- It is possible that a new technical college would be created at some point to address workforce training and basic skills needs as the focus of the evolved community college shifts to baccalaureate and graduate programming.
- The evolved community college could retain some basic skills and workforce training programs or shift those responsibilities to the new technical college.

**ENROLLMENT IMPACT  
IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 8</b>	<b>Community Colleges</b>
Lower-Division	4,985	1,189	3,796
Upper-Division	3,385	3,385	
Graduate & Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>6,971</b>	<b>3,796</b>